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ABSTRACT

A community's health is dependent on the attitudes of its individual members towards their own physical and mental well-being and the amount of awareness and willingness individuals demonstrate in accepting responsibility for improving their own health conditions. The suggested course and unit goals are intended to foster a sense of health responsibility in school children. Each section is presented in terms of learning goals, suggested course content, and related grade activities in other study areas. Grade levels range from primary school to senior high school. Suggestions for learning activities utilize outside resources, such as parks and other community facilities, as well as making use of traditional educational techniques. (LH)

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PLANNING HEALTH EDUCATION PROGRAMS IN OREGON SCHOOLS

Community Health

One of a series of five
publications concerning
health education

Basic Education Section
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Public Instruction

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COMMUNITY HEALTH

Community health depends primarily on the health of individual community members. A community's health is determined by the attitudes of its members toward their own physical and mental well-being, their awareness of community health conditions and resources, and their willingness to accept responsibility for improvements. On the other hand, health conditions in a community directly affect the ability of residents to maintain top physical and mental health for themselves and their families. The following community health statements are directed toward the effect of individual attitudes and behavior, the effect of community health on the individual and the identification of community health problems and possible solutions.

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*Each of the four grade groupings is organized by the following topics:

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4.2 Factors which influence community health

4.3 Influence of environmental conditions on community health

4.4 Disease control and prevention

4.5 Community health problems

4.6 Health careers

4.7 Community health resources

INTRODUCTION

The Department of Education approaches curriculum through goal-based planning. Beginning with statewide goals adopted by the State Board of Education, local districts may proceed to map their own course through district, program and course goals. In the resulting goal hierarchy, each level of goals traces directly to the six general statewide goals for learners.

The primary benefit of such a system is that goals give purpose and direction to planning curriculum and analyzing whether students are attaining desired outcomes. These concepts are dealt with further in the first of five books in this series—*Administration*.

On the following pages, beginning with a general heading (e.g., "The relationship of . . ."), the reader will find suggested course or elementary-unit goals and learning activities. There are seven general headings for each grade grouping, as listed in the table of contents.

Course level goals may be used in developing planned course statements for instruction in the secondary grades and may be used similarly when planning instruction at the elementary level. Suggested goals are generally presented at two or more levels, from simple to more complex learning. Districts, when developing their course goals and competencies required for graduation, may draw from these sample goals.

The goals are followed by suggested learning activities. Indeed, the main purpose of four of the five books* of this series (*Physical Health, Mental Health, Safety* and *Community Health*) is to provide a wide range of activities to help develop curriculum keyed to course goals. From this wide range of activities, teachers can choose those which are most useful for their particular courses.

The reader is reminded that this book presents suggestions only. Districts are encouraged to develop their own health education programs so as to best represent the needs and preferences of their communities.

*The remaining book in the five-part series presents an overall approach to curriculum planning.

LEARNING ACTIVITIES

FOR

PRIMARY GRADES

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

An independent project: describe ways in which a group's physical health affects its mental health.

Tell a story about how family members contribute to each other's health. Explain what each person in this hypothetical story is doing to help someone else.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: health, care, concern, family

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

A discussion: discuss the quality of recreational facilities which are available to community members.

Discuss the types and locations of county and city parks.

How can each park be used?
Can you camp overnight?
Whom do you contact for tent or trailer accommodations?
What activities are available?
Who sets the boundaries for each activity area?
Who establishes and enforces safety precautions for campers?

(Stress the value of recreational facilities to community well-being.)

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Physical Education: Plan an outing to a local park. Have students plan and help organize types of physical activity which would involve the whole class. Encourage students to allow for all ability levels and interest areas.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A media project: describe a variety of communities.

For this activity the teacher will need magazine pictures of different communities.

Show the class pictures of people in communities.
Have students identify and explain why the people in each picture form a community.
Have students discuss the communities in which they are involved (i.e., city, neighborhood, school, class, church, scouts) and why each one is a community.
Have students draw or cut pictures from magazines of different communities for display.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Talk about and list ways to show respect for neighbors' houses and yards.

Ride bicycles on the street instead of across neighbors' yards.
Do not pick neighbors' flowers.
Pick up litter.
Park riding toys.

Discuss respect in the classroom.

4.1 Relationship of community health to other health factors

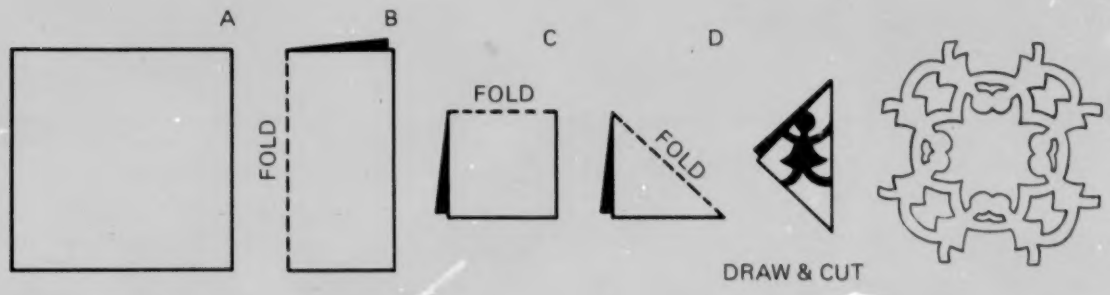
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A media project: describe how people, as social beings, interact with other people; discuss ways to show friendship for others.

NOTE: Prior to this activity, it may help students to read about friendship. What is a friend?

Provide squares of newsprint (A). Have students fold these squares in half—first vertically (B), then horizontally (C); then fold diagonally corner-to-corner to form triangular shapes (D). Draw figures similar to the one illustrated below (note: head, arms and legs overlap the shape) and cut; open a "circle of friends."



RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Writing: Discuss and then write a definition of "friend." Compare with a dictionary definition.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A field trip: identify methods and laws related to the protection of local food sources.

Prior to this activity the teacher will need to make field trip arrangements with the manager of a local supermarket.

Generally, students should be shown the following:

Meat cutting and weighing facilities
Freezers
Refrigeration room for dairy products
Oven with revolving shelves in the bakery
Different machines for shaping bread loaves
Loading tractor for moving cases of canned goods

Why is it important to community safety to observe proper procedures when handling foods?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: scales, butcher, frozen, dairy, meats, vegetables, fruits, bakery

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A media project: promote the idea of an accident-free environment at school.

Have students walk through the school to observe and list possible safety hazards. Watch for classmates' reactions to these hazards and how they cope with them. How can students help reduce these hazards? What precautions need to be taken? What assistance is available to correct hazards? Develop eye-catching, easy-to-read sign displays.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Discuss people working in the community to help keep it safe and healthy, such as garbage collectors, doctors, dentists, fire and police personnel.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

A media project: describe individual habits which affect community health.

Draw pictures of "only mine" items. Some examples might be toothbrush, drinking glass, comb, brush, handkerchief. Discuss why it is important that only one person use "only mine" items.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Discuss what might happen if "only mine" items are shared.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A media project: describe the role of a community health facility.

Discuss ways in which hospitals help the community. Make a floor plan of a hospital for a bulletin board. Ask students to illustrate ways in which hospitals help people. Place these illustrations on the floor plan. As a follow-up tell a story about the ways in which a hospital helps people. Write and post this story next to the hospital bulletin board.

NOTE: Refer to the ITV Handbook for the series "Ripples." Two of the programs deal with a child's hospital stay:

Going to the Hospital
Overnight at the Hospital

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A class discussion. Give examples of and reasons for community health laws.

Discuss how a health department protects people from disease. Make a chart of community rules concerning such subjects as:

Cleanliness in the city
Cleanliness and safety in restaurants
Water supply purity
Vaccinations for the control of contagious disease

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Discuss ways community members can work together in homes, schools and neighborhoods to safeguard health. Find out various ways people already work together at school and in the community to protect health.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

A class discussion: describe how advertising influences shopping and purchasing practices.

Discuss various products advertised on television; e.g., food and household products. What is the advertiser trying to tell consumers? How does advertising affect product selections? In what ways do children affect the shopping selections of parents? How do these products affect community health?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Construct a television screen by using cardboard strips and poster paper. Suspend the screen so students can get behind it. Allow students to develop advertisements for household products.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

A class discussion: give examples of ways in which media affects purchasing habits; explain ways in which information obtained through television can be evaluated.

Discuss television advertising and its influence on buying. Tape record radio or television commercials related to children's health and help children evaluate and discuss such advertising. Make a mural or scrapbook showing various ways to acquire health information.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Have students discuss why people purchase specific health products; for example, a certain brand of toothpaste (packaging, advertisement, recommendation).

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A presentation: outline methods for sharing community health resources.

Encourage your school to post information regarding available community health resources. At the beginning of the year send a letter home with students which provides parents with a listing of these resources including addresses, phone numbers, costs and appointment procedures.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have students make a cover for the information to parents; such as, INFORMATION PLEASE or FACTS WE SHOULD KNOW.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A presentation: give examples of community health programs.

Invite the school nurse to the class early in the school year to discuss the responsibilities of that job.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Reading: Have students solve reading puzzles related to community health. For example: if I had a rash I would seek assistance from _____.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Pollution**

A group project: identify pure and impure water sources; describe ways in which impure water can harm health.

Collect pictures of ponds, lakes, rivers and reservoirs, and ask the class which water is safe for drinking or swimming. Invite a resource person from the water department to describe those steps between the water source and the faucet. Take a field trip to a water purification plant. Discuss what makes water safe or unsafe.

Observe what happens in vases and aquariums if they aren't changed regularly. Using a microscope, compare vase and aquarium water with clean water.

Discuss how one determines if water is safe to drink (soapy water, dirty water, or apoarently clean water that may be unsafe).

A class discussion: identify personal attitudes toward pollution; identify criteria for determining whether pollution exists.

Discuss how you feel in a noisy situation as compared to a quiet one. When is noise fun, healthy, or just the opposite?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Make a picture display of those things that contribute to noise levels in the environment (cars, airplanes, appliances, television, radio, children playing or fighting, etc.)

Language Arts: Discuss ways in which water can be conserved at home. Regarding sewage treatment, discuss the following questions:

What is sewage?
How does sewage pass from the home to the treatment plant?
Why treat sewage?
What is sludge?
Where does water go after leaving settling tanks?
After sewage is treated, where does it go?
Do you know how sewage is treated in your community?

Science: Measure noise levels in decibels. Check with the telephone company for special instruments, such as a sound meter. Tape recorders might also be used to contrast a noisy lunchroom and a quiet classroom.

Collect samples of water from a variety of sources; e.g., tap, gutter, pond and lake. Label each and check for clearness and color. Let samples stand overnight. The next day, examine for sediment and any organic growth.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Pollution**

A group project: give examples of proper food handling.

The teacher will need lettuce, carrots, celery, turnips, peppers and onions or similar vegetables suitable for this tasting activity.

Have students set the scene for their tasting activity by considering:

What should one do first before handling food and why?
Should all vegetables be prepared in the same way?
What are the most important things to remember when preparing food?

Arrange a demonstration on how to wash hands thoroughly and make a chart for display.

Wash Hands

Wet hands
Apply soap
Rub hands together (palms, fingers)
Rinse off soap

Stress washing vegetables before cutting into pieces for the class to taste. (The teacher should do all cutting.)

Prepare posters to place in the lunchroom concerning washing hands before handling food.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Draw pictures to show how air may become polluted by certain materials such as dust or smoke. How does polluted air have an effect on health?

Science: Discuss the necessity for air to breathe. Why do animals and plants need air the same way people do?

Social Studies: Visit an industrial plant to see how they cooperate to keep air or water clean.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Population**

A group project: describe problems and feelings associated with overcrowding.

For this activity, the teacher will need a long rope and a large open space, such as outdoor blacktop or a gymnasium.

Discuss personal space; i.e., "How would you feel cramped into a small space for a long time?" Have the class move in an area equal to the circumference of the ropes. Have students do activities such as skipping.

At intervals make the rope's circumference smaller. Have students try to continue their activities. (Obvious problems result: students bump into each other; movement is less possible.)

Follow up the activity with a discussion about the problems of overcrowding.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Physical Education: Have the physical education instructor discuss why some games are limited to a set number of participants in a restricted space.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Population**

A field trip: explain the necessity for animal population control; explain attitudes related to animal population control.

Take students to the local Humane Society. Prior to the field trip, discuss population problems occurring in animal populations. Ask the tour guide to discuss licenses and name tags, the need for licenses and leash laws, what to do in case of animal injury, wayward dogs and cats, abandoned pregnant animals, etc.

Following the field trip, have students summarize by completing unfinished sentences such as:

Animal licenses are required so that . . .
Pregnant animals should . . .
If an animal were left at our home we . . .
My family could use services of the Humane Society by . . .
My responsibilities to my pet are . . .

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Social Studies: Obtain materials from the Humane Society describing the history of it's development.

Writing: Write a story about those services supplied by the Humane Society.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A class discussion: describe the role of safety specialists in the event of a natural disaster.

Discuss the importance of ambulance drivers and attendants. Talk about what drivers and pedestrians should do when they hear a siren. NOTE: Students should know how to summon an ambulance.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A presentation: give examples of causes and effects of natural disasters, and related preventative measures.

Invite a forest ranger to discuss forest fires in the Pacific Northwest. Emphasize community responsibility for prevention, the cost to the public and the losses (resource and financial) due to forest fires.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Create a poster which reminds campers to "douse fires."

Writing: Write stories based on the following ideas:

What would you do if your campfire got out of control?
Why is lightning dangerous in a forest?

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Physical Environment**

A media project: describe ways to adjust to varying weather conditions; describe ways in which weather can affect the health of a community.

For this activity the teacher will need: tagboard, crayons or paints, paper, scissors and pictures of different kinds of weather (snow, rain, sun).

Have students trace a student's figure on a large piece of tagboard. Cut it out and stand or hang this figure on the wall.

Have students dress the figure with paper cut-outs according to the weather: rain, sun, snow, etc.

Discuss how severe weather affects community health (e.g., drought, windstorms).

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Reading: Read aloud stories about people in different countries. Discuss ways in which their dress is related to weather conditions.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Physical Environment**

A group project: give examples of invisible pollutants in the environment.

This activity is designed for a snowy day and the teacher will need a clean, clear dish. Have students collect fresh snow in the dish. When it melts observe the particles collected in the snow. Discuss: Is it advisable to eat fallen snow?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Science: Have students look at snowflakes through a microscope.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Communicable Diseases**

An independent project: outline treatment and control for common communicable diseases.

Begin a "Prevention of Disease" notebook, emphasizing up-to-date vocabulary. Show students charts detailing how germs spread disease.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Make drawings or clip pictures from magazines to show how germs may be transmitted from one person to another; e.g., talking, sneezing, coughing, carelessness in handling food.

Language Arts: Write a cooperative story about a germ that travels from one person to another because of poor health habits. How could this germ have been stopped?

Science: Demonstrate with an atomizer how sneezing and coughing spread germs. Discuss precautions necessary to prevent the spread of cold germs and why it is better to remain at home when one has a cold.

Other: Invite a nurse to tell how cuts and scratches invite germs and how to cleanse and take care of wounds. Discuss vaccinations students need.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Communicable Diseases**

A group project: illustrate ways in which diseases are spread; identify ways to arrest the growth of disease-causing organisms.

Assign and help students to conduct the following experiment:

Wet two pieces of cloth. Place one cloth in a warm dark place and the other in sunlight and air for the period of one week. Have students observe the condition of the two cloths daily; their observations should show that warmth, darkness and moisture encourage the growth of molds (and bacteria), while sunshine and air prevent such growth.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Make a bulletin board called "Cover Your Sneeze."

Language Arts: Discuss reasons why students should keep objects out of their mouths.

Other: Have a cafeteria helper explain why hairnets are worn, why plastic gloves are used, and why other health practices are followed in the cafeteria.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A presentation: identify personal health care that will help prevent noncommunicable disease (e.g., proper diet, regular medical checkups); describe the influence of individual attitudes on preventive health care.

Invite a physician to the class to explain why people visit the doctor when they are well.

Discuss disease control in terms of sleep and rest requirements.

Display a list of good health rules that will help prevent noncommunicable disease.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Math: Have students make a chart showing their sleep, recreation and eating habits for one week. Total the hours for each day. Are they adequate?

Writing: Write a thank you to the physician.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A media project: identify and describe instruments used for medical detection.

Cut out pictures from magazines showing instruments that can detect illness (e.g., X-ray, stethoscope, thermometer, watch). Share these pictures with the class and have students tell what each instrument does.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Draw and discuss pictures of medical instruments.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **History and Influence of Disease**

A class discussion: identify and describe the role of immunization in the prevention of communicable disease; survey personal feelings regarding immunization.

Discuss how vaccinations keep people well. Describe specific medical breakthroughs, such as serums to prevent polio and smallpox.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Draw pictures illustrating medical personnel throughout history.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **History and Influence of Disease**

A group project: illustrate a method of preventing communicable disease.

Use a microscope to magnify dirt particles found under fingernails. (Stress that cleanliness may prevent the spread of germs.)

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Read aloud to the class stories of famous people who have contributed to disease detection and protection such as: Florence Nightingale, Marie Curie, Clara Barton and Louis Pasteur. List various ways they have helped people.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **Health Problems of Specific Groups**

A class discussion: outline community health practices and services available for specific health problems.

Discuss how the community assists persons with specific health problems: air pollution alerts, free clinics for measuring blood pressure, etc.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Health Problems of Specific Groups**

An independent project: identify personal attitudes related to physical handicaps; identify the role communities play in assisting handicapped persons.

Simulate losing one of the senses; e.g., blindfold volunteer students or have them cover their ears. Relate to the class the difference this loss makes in a regular classroom situation. How could the community assist a person with such a handicap?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Social Studies: Invite building contractors to class to discuss their careers. Have them explain ways in which public buildings are designed to assist handicapped persons.

Take a field trip to an area where there are a number of public buildings. Have students look for provisions for handicapped persons such as ramps, doorways and special restroom features.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **Local and State**

A group project: identify ways that litter influences feelings about the environment; describe the influence of individual attitudes on state and local litter problems; outline activities to reduce litter in a nearby area.

Have students pick up school ground litter for a week. How much did the class collect? Weigh the litter. List what can be done at home to help keep yards clean.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Make litter bags for cars.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Local and State**

An independent project: point out the role of local and state community health workers.

Match each community worker with the job performed.

1.	Helps solve problems of air pollution	milk inspector
2.	Helps keep streets and alleys clean	meat inspector
3.	Checks burning garbage in incinerators	public health nurse
4.	Collects trash	street cleaner
5.	Helps keep milk clean and pure	engineer at incinerators
6.	Helps families solve their health problems	garbage collector
7.	Helps make sure meat is safe to eat	industrial air pollution chemist

Rank order these seven community workers in order of what you believe their importance is to community health.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: milk, meat, street, garbage, inspector

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **National and International**

A media project: identify feelings that may result from helping someone or being helped.

For this activity the teacher will need crayons and paper. Have students fold paper in two parts. Draw pictures on one side showing ways in which to give help to others. On the other side draw pictures showing ways one might be helped.

Discuss:

How does it feel to help?
Why do people help each other?
Try helping someone and report results to the class.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Writing: Write a class chart of words that describe feelings resulting from giving or getting help.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **National and International**

An independent project: identify volunteer organizations which are working to help children in foreign countries; outline and participate in a class money-raising activity to support the work of a volunteer organization.

Have a group of students write a letter to the World Health Organization of the United Nations and the American Red Cross, and report back to the class on what such programs do for children in foreign countries. Discuss voluntary health agencies in the United States. Have a student group prepare a report about local fund drives. Plan a fund-raising project and contribute the money to a volunteer organization.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: organization, volunteer, voluntary

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

An independent project: identify health workers and current health practices in the community.

Provide students with a puzzle approach to solving community problems. A sample might be:

HOW DOES OUR COMMUNITY WORK FOR US?
Directions: Fill in the missing word or words.

Doctors help cure_____. (disease)
One of the public health workers you have read about is the public health_____. (nurse)
There is a_____ _____ in the community that helps protect the health of everyone. (health department)
It is very important that people in every community have pure, safe _____ to_____ . (water to drink)

Directions: Answer with Yes or No.

Are some communities still burying their garbage?
Does your community need to take care of its garbage?
Do we call polluted air dirty air?
Do you know if sanitary means "not clean"?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: community, family, nurse, water, air, garbage

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

A class discussion: illustrate personal feelings related to health and illness.

Discuss why it is important to tell adults when you are ill.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: ill, feel, sick

LEARNING ACTIVITIES

FOR

INTERMEDIATE GRADES

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

A presentation: describe the benefits of community recreation facilities.

Invite a forester to speak about the reasons certain areas are set aside for parks and recreation, and the ways in which people can make healthy use of these areas. Why is it important that we respect the environment and the facilities provided?

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

An independent project: explain the necessity for physical fitness of citizens.

Have students investigate the physical fitness requirements of various occupations (e.g., police, fire, medical). Have students report their findings to the class. Discuss the relationship of individual and group physical fitness to the entire community.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to promote healthful living which reflects the relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

An independent project: compare the community's physical fitness with that of another culture or another time; list the similarities and differences.

Have students interview adults in the community regarding the amount and kinds of exercise in which they regularly engage; compare this information with the activities of pioneer men and women. Discuss with students the influence of modern technology on exercise.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A class discussion: describe contructive behavior in a group setting.

Have students draw up individual guidelines for classroom behavior. Discuss concern for others in the class and how each student's behavior influences the classroom atmosphere.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A media project: discuss how mental health affects community health.

Have students give examples of this concept; e.g., pride in one's home, evidenced by maintenance and cleanliness, makes for a better community atmosphere.

Have students draw posters emphasizing slogans which illustrate their ideas.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to promote healthful living which reflects the relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A group project: explore activities which can help build community pride.

Have students promote a "help keep the community clean" campaign. Have them evaluate and discuss the results of the campaign.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A simulated situation: describe emergency reporting procedures in the event of an accident.

Have students practice using the phone book and the telephone to locate and call for help in an emergency.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A group project: explain ways in which an accident-free environment can be maintained.

Discuss how litter and debris contribute to accidents. Have students organize a "check the playground" period to spot and pick-up or report litter and potential hazards.

A group project: explain how community members can influence group safety.

Discuss litter. Have students plan a school litter campaign to keep the grounds clean.

At the beginning of the week, the teacher could bring a large trash bag for students to deposit trash that's found on the playground. Weigh the bag at the end of the week. Discuss what would happen if trash was never picked up. Means of trash disposal should be discussed (e.g., recycling centers).

4.1 *Relationship of community health to other health factors*

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to promote healthful living which reflects the relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A group project: illustrate ways in which older students can show younger students safety tips.

Have students demonstrate to younger students the proper use of drinking fountains, careful ways of going up and down stairs, the safe use of classroom equipment in general.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

A presentation: identify agencies designed to encourage community health.

Have students write to the American Red Cross and the United Nations for sources of information on community health in foreign countries.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

A group project: give examples of conditions in the surroundings which influence individual performance (e.g., noise, hunger, poor housing, crowded conditions, odor, temperature, humidity, people, litter). Design a school, including all the environmental conditions that students feel promote a good atmosphere. How could the community contribute to and influence the building of such a school?

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

An independent project: point out individual practices which affect total community health.

Have each student survey the neighborhood to gather examples of ways in which community health is dependent on individual responsibility (e.g., carpooling and rapid transit save energy and help control pollution).

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A presentation: describe the roles of community health agencies in promoting individual health.

Have students visit and research a community health agency to find out what role that agency plays in maintaining community health.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A media project: give examples of community agencies' contributions to the entire community.

Have students create posters or a bulletin board which depicts how various agencies protect and aid community health.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A group project: illustrate ways in which individuals can affect community health; select one method to promote student community health.

Discuss a hypothetical health concern for a school; as a class, develop and outline potential solutions. Predict the effects of such a problem on individual physical and mental health, should it go unchecked.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

An independent project: describe ways in which advertising affects consumer purchasing.

Have students discuss the effect of advertising on family purchasing, diet and health. Have students determine if their families are influenced by the media.

A group project: describe ways in which people can read "between the lines" of advertising.

Have students collect ads for a week and arrange them into a display or poster.

Discuss each noting the personal appeal (fantasy, individuality, popularity). Record student observations on each advertisement and attach these to the display. Discuss:

Do comments seem to be based on fact or opinion?
What are the laws regarding truth in advertising?

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

A class discussion: list ways in which mass communication influences community health.

As a class discuss the different media through which we learn about health.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

A media project: illustrate the effect of one-way communication on the community.

Tape record radio or television commercials related to students' health and help students evaluate and discuss these commercials with respect to the influence of one-way communication on the individual.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A class discussion: describe ways health information is shared with the entire community.

Discuss the importance of correct information in self-diagnosis and self-medication.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A group project: list health programs available to all the community.

Have students write to various organizations and agencies requesting any free pamphlets and information (the American Red Cross, the American Heart Association). Have the class use these pamphlets to create a health information booth at school. (This booth could be included in a school fair.)

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A media project: point out the different ways media transmits health information to the general public.

Have students watch T.V. and list all health information announcements (e.g., President's Council on Physical Fitness, Council on Alcoholism). Share the lists in class. Tabulate the information by type and frequency. Are such announcements effective?

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Pollution**

A media project: detail possible effects of a pollutant on the community.

Have students make a display of elements which contribute to the noise level of the environment. Discuss the effects of noise pollution.

A group project: identify and describe general methods for handling food.

Arrange to visit a local supermarket. Have students discuss the proper care and handling of food, temperature control, methods for preventing spoilage, and the value of nutrition and consumer education.

Tour the following areas:

- Meat cutting and weighing facilities
- Cold rooms
- Freezer
- Cooler for vegetables and fruits
- Refrigerator room for bakery ingredients
- Oven with revolving shelves in the bakery
- Different machines for shaping bread loaves
- Loading tractor for moving cases of canned goods

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: Pollution

A class experiment: explain the necessity of correct food handling procedures; list regulations and controls for food preparation and storage.

Have a lunch room worker explain about lunchroom inspections; who makes them and why. Have students experiment, observe and discuss what happens to food if left exposed.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the various environmental conditions which influence community health.

SUGGESTED CONTENT: Pollution

A group project: illustrate the effects of pollutants on the community.

Have students tape record school noise levels at various locations and times of day. Contrast the noise levels in the lunchroom and halls with the classroom and library. Discuss how noise affects feelings and responses.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: Population

A classroom experiment: describe known and potential effects of overpopulation.

Have students form a circle with one student in the middle. Designate that student as the "food giver" who holds tickets which represent food. Have each student take a ticket until all the tickets are gone. Discuss how population size might affect food supply.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Population**

A media project: discuss the effects of overpopulation.

Have students draw pictures or make posters to illustrate how the human population explosion can cause the deterioration of the environment. Invite students to share and explain their pictures with the class.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the various environmental conditions which influence community health.

SUGGESTED CONTENT: **Population**

A group project: identify factors which contribute to overpopulation, as well as means to handle present and future population growth rates.

Ask students to bring a local daily newspaper to class every day for two weeks. Provide a large sheet of paper for a chart. Have one student count the number of births and deaths reported in the newspaper each day and record these numbers on the chart. At the end of the two week period, compare the total numbers of births and deaths and discuss the effect on the population of the community. Talk about factors that may influence community population (migration, etc.)

Next, have students contact the city planning commission for statistics on the projected community population for the next 10 and 25 years respectively. Convert these figures to a percentage (i.e., 30 percent increase). Have students construct a model small town for 2000 people, complete with hospitals, fire department and other community health services. Use milk cartons for buildings and houses. Then have the students increase the size of the town to accommodate the percentage increase that will occur in their own community during the next 10 and 25 years. Discuss how many more facilities will be needed (houses, hospitals, bigger police force, water, power, etc.)

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A presentation: describe the roles of agencies and organizations in dealing with natural disasters.

Invite a speaker from the local Civil Defense and Emergency Planning Agency to explain plans of action in the event of a natural disaster.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A group project: give examples of accidents which occur in school; explain ways in which safety hazards can be reduced in school.

Have students chart the number and kinds of accidents that occur in and around school. Discuss why certain accidents are more prevalent than others and what preventive measures could be taken.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the various environmental conditions which influence community health.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A class discussion: outline ways in which communities prepare for natural disasters.

Have students contact the city engineer regarding flood control in the community. What steps have been taken by the community? What are the costs (state and federal) and what are the plans for the future?

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Physical Environment**

A class discussion: outline a variety of environmental conditions which potentially could improve community health.

Discuss with students how trees around houses can serve as windbreaks, carbon dioxide users and noise absorbers. Discuss the effects of removing trees in a given area (i.e., construction can cause an erosion situation).

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Physical Environment**

A group project: give examples of products which potentially could be detrimental to the environment and community health.

Have students list five products which could upset ecological balance and explain what such upsets might involve. Discuss what measures could be taken to correct such imbalances which, at the same time, safeguard business interests.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the various environmental conditions which influence community health.

SUGGESTED CONTENT: **Physical Environment**

A group project: discuss how noise can affect a community's health.

Using pictures, show those things which can contribute to noise in the environment. Discuss noise that is fun and enjoyable, as opposed to noise that is irritating. Place a tape recorder in the gymnasium, lunchroom, library or classroom; record a few minutes in each room. Discuss the relation between activities and noise levels in these different settings.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Communicable Diseases**

A media project: describe the effects of communicable disease on the body systems.

Divide the class into groups. Have each group develop a large outline of the human body. Construct a diagram of the respiratory system and place it on the outline. Have each group determine those factors which might adversely affect the respiratory system. Make labels of each factor and with string, indicate which part of the system might be affected.

A media project: describe causes of various communicable disease.

Discuss with students various causes of disease, such as bacteria and viruses. Have students create cartoons for a booklet entitled: "Disease is Not a Laughing Matter." Some sample cartoon characters are listed below:

GOOD GUYS	BAD GUYS
The Soap and Water Twins	Grumpy Germ
Chester Checkup	Dirty Hands
Bucky Beaver	Sneaky Sneeze

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Communicable Diseases**

A group project: identify communicable diseases.

Have each student write on a slip of paper a description of a communicable disease (i.e., the name of the disease, the cause, symptoms and treatment of that disease). Then have each student stand before the class and have the class ask "20 questions" to see if they can guess the disease.

A group project: illustrate ways in which communicable diseases spread.

For this activity invisible fluorescent ink and a black light will be needed. The teacher puts invisible ink on hands and then shakes hands with each student.

Turn on the black light and have students present palms to see if they got the disease.

Discuss how germs spread.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.

SUGGESTED CONTENT: **Common Communicable Diseases**

A class discussion: describe procedures for reducing contact with carriers of communicable disease.

Discuss the existence of common pests in the home (flies, cockroaches, mice). Discuss why they are in homes and other places, why they are harmful and why one should wash carefully after handling such pests.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A research project: describe sources of noncommunicable disease.

Do group research on emphysema and asthma.

Send a student team to contact the county air pollution officer for readings on the amount and kinds of pollutants in the air. Discuss home pollutants (e.g., smoke, cleaning solvents, paint and hairspray).

A research project: outline causes, treatment and protection from noncommunicable diseases.

Have students gather information on a chronic or degenerative disease for a three minute class presentation.

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.
SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A media project: point out a variety of factors which influence noncommunicable disease.

Have students make a poster or collage that illustrates those factors associated with the occurrence of chronic diseases.

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.
SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A group project: share information and attitudes with others regarding noncommunicable diseases.

Have students form small groups or committees. Each committee will be responsible for creating some display materials for educating other students about chronic and degenerative diseases.

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.
SUGGESTED CONTENT: **History and Influence of Disease**

A research project: survey changes in the occurrence and treatment of disease.

Have the class research the medical field over the last 100 years. Discuss attitudes toward medical research during those years.

Have students write to the World Health Organization, the U.S. Public Health Service and the State Department of Public Health for information on their medical research and sources of funding for such research.

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.
SUGGESTED CONTENT: **History and Influence of Disease**

An independent project: point out various views regarding current medical practices and the effect of these views on community members.

Have students report on current practices in preventive oral/dental and physical medicine.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.

SUGGESTED CONTENT: **History and Influence of Disease**

An independent project: initiate a plan for waste disposal that safeguards against disease.

Invite an informed guest to discuss the laws governing waste disposal in the community, the reasons for such laws, and the problems of dealing with waste disposal and enforcing the law. Have each student design a means for trash disposal and then share designs.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **Health Problems of Specific Groups**

A presentation: outline the health problems for a specific age group.

Invite the school nurse to speak to the class concerning the health problems most often encountered by school-age children and what preventive measures might be taken to avoid such problems.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Health Problems of Specific Groups**

An independent project: identify health problems for a specific age group; discuss the relationship of health problems and attitudes.

Discuss some of the health problems faced by the aged in our society (e.g., loss of hearing, loss of vision, arthritis) and society's attitudes toward these problems (i.e., ageism).

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **Health Problems of Specific Groups**

A group project: organize a method for assisting disadvantaged community members.

Give students a list of current community health problems associated with the indigent. Have them select one of these problems to investigate further and attempt to find some possible solutions, or ways they might help the indigent.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **Local and State**

A media project: describe local and state community health problems; discuss various ways in which local and state groups can deal with community health problems.

Have students make posters which show various types of pollution and pollution's influence on the health of the community.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Local and State**

An independent project: describe community health problems which directly affect city dwellers.

Have students write a creative story telling how technology (e.g., highways, cities) may have contributed to such current community problems as pollution, crowding.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **Local and State**

A group project: explain ways in which wilderness and wildlife can be preserved.

Divide the class into two groups, one large (10-15) and one small (5-10). Assign the large group to become a "part" of the wilderness; i.e., trees, animals, plants. Have students devise costumes that suggest their roles.

Ask the smaller group of students to take the roles of people in the wilderness. Have these students devise costumes that will suggest their roles. How can people help protect the wilderness?

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **National and International**

A class discussion: describe the relationship between primary prevention and death.

Have students plan and conduct a panel discussion regarding the leading causes of death and illness, and how primary prevention may have prevented or contained such causes.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **National and International**

A media project: discuss how the communication media seems to affect community health.

Have students make a bulletin board of ads related to health.

Have the students watch television and take notes on commercials and programs that might influence public attitudes toward health. Discuss these influences in class.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **National and International**

An independent project: illustrate ways in which modern technology might reduce community health problems.

Discuss the need for transportation systems, and ways these may improve in relation to health standards (e.g., air pollution). Research current transportation and propose a new system for the community.

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.
SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

A presentation: outline the roles of volunteer agencies in resolving community health problems.

Invite several speakers from local voluntary health organizations (Salvation Army, Red Cross) to discuss the roles of these organizations in solving community health problems.

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.
SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

A group project: collect information regarding the various means of dealing with international health problems; discuss the practicality of each.

Have students research various nationalized health care plans in the United States and other countries for presentation to the class. Have each student choose a position either "for" or "against" nationalized health care and have them defend their positions using a debate format.

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.
SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

A group project: organize a community health project.

Have the class (as a whole) plan a "working" community health project involving parents, students, teachers, health professionals, merchants and other citizens.

4.6 Health careers
COURSE OR ELEMENTARY-UNIT GOAL: The student will know various relationships between personal interests and potential in the selection of health careers.
SUGGESTED CONTENT: **Self-awareness**

A presentation: describe various health careers in the community.

Invite parents to class who work in health related fields to discuss their particular jobs. If possible, have them bring any job-related materials and equipment for the students to examine.

4.6 Health careers
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various relationships between personal interests and potential in the selection of health careers.
SUGGESTED CONTENT: **Self-awareness**

A class discussion: identify prerequisites necessary for various health careers.

Have the class describe those qualities needed for a "helping" profession (such as a dental assistant, nurse or doctor). Discuss reasons why some people choose to enter a health career.

4.6 Health careers
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for applying relationships between personal interests and potential in the selection of health related careers.
SUGGESTED CONTENT: **Self-awareness**

An independent project: identify advantageous personal characteristics needed to plan a career.

Have students construct an "inside-outside" box. On the inside of the box have students list their interests, skills and goals. On the outside of the box, have students paste pictures representing several health careers they are interested in. After researching these careers with regard to requirements, have students compare these requirements with their interests, goals, skills and attitudes.

4.6 Health careers
COURSE OR ELEMENTARY-UNIT GOAL: The student will know various relationships between personal interests and potential in the selection of health careers.
SUGGESTED CONTENT: **Realistic Perceptions**

An independent project: select a method for investigating health careers; describe personal attitudes needed for select health careers.

Have students interview a health professional. Find out what the job involves. Watch a television show that depicts a health professional and compare it to the interview. Discuss whether or not this comparison changes the students' attitudes about specific health careers.

4.6 Health careers
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various relationships between personal interests and potential in the selection of health careers.
SUGGESTED CONTENT: **Realistic Perceptions**

An independent project: discriminate between personal goals and select health careers.

Have students pinpoint those things they consider most important regarding a career choice (salary, challenge). Have them identify health careers they might like to pursue and research the disciplines and restrictions required. Have students compare their career priorities with the careers identified. Discuss the implications. (Do the careers they have chosen match the items they consider important?)

4.6 Health careers
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for applying relationships between personal interests and potential in the selection of health related careers.
SUGGESTED CONTENT: **Realistic Perceptions**

A presentation: identify salary ranges for health related career areas.

Take a field trip to a community agency (water works, sewage disposal, clinic, home for the elderly, etc.) Observe and describe five kinds of jobs. Invite a college counselor to talk about the educational requirements and salary for each job. Then have students choose jobs and give reasons for their choices.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Samples of Careers**

A class discussion: describe the daily life involved with various health careers.

Discuss people that work in health related fields. List ideas on the board so students can see the scope of jobs and people involved. Examples of careers might be: X-ray, pharmacist, druggist, orderlies, manufacturers of equipment or pharmaceuticals, public health nurses, etc.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Samples of Careers**

A presentation: have students investigate select health careers; have them identify reasons why they might be interested in such careers in the future.

Have students make a list of various health careers. Invite representatives to the class to discuss why they chose their particular careers. As a follow up, have students make a list of three health careers they might be interested in pursuing and write a brief paragraph about each, telling why they chose them.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for applying relationships between personal interests and potential in the selection of health related careers.

SUGGESTED CONTENT: **Samples of Careers**

A research project: identify various health careers which are in demand in the local community.

Have students bring the "help wanted" classified section of the newspaper to school every day for a week. Review the column with the class and list the health career ads on a chart of "Health Careers in Demand." Select one student to call an employment service to determine what openings are available for health careers. Have younger students work with older students in making phone calls. Tally the number and types of jobs available.

At the end of the week, ask students to find out what kind of work goes with each occupation on the list. Information can be located at the library or through interviews with health professionals. Share this information in class.

Hold a class discussion about the job list. Then divide the class into groups of three and have each group make up a story about one health career in which a typical day is detailed.

4.7 Community health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate community health resources.

SUGGESTED CONTENT: **Sources of Information and Services**

A presentation: describe laws which are designed to protect community health.

Have a school cook explain laws food specialists must follow. Are these city, county, state or federal laws? What are the purposes behind the laws? Have there been any changes in the last few years and what are the reasons behind the changes? In what ways are these laws enforced?

4.7 Community health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate community health resources.

SUGGESTED CONTENT: **Seeking Professional Help**

A media project: list persons who are responsible for community health; describe the role of each.

Have students tell or write a story about who should be asked for help when they are sick or hurt. Have students draw pictures illustrating people who keep us well, with captions describing what they do.

LEARNING ACTIVITIES

FOR

JUNIOR HIGH

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

A presentation: discuss venereal disease.

Invite representatives of health organizations to answer questions, such as the following:
- What are the current statistics on cases of venereal disease involving teenagers?
- What are the difficulties in tracking down contacts?
- How confidentially is treatment handled?
- What locally is of greatest concern?
- What advice should medical doctors provide teenagers about venereal disease?

Ask students to submit questions about venereal disease and related concerns prior to the class session.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

A group project: discuss the influence and importance of physical fitness to community health.

Collect a variety of reliable references for classroom use. Present students with the following questions for research:
- What is physical fitness?
- Are Americans physically fit?
- Do all people in the community need equal amounts of physical activity?
- What's being done locally?

Students should reference all information.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to promote healthful living which reflects the relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

A discussion: debate a variety of positions regarding individual physical health and its relation to overall community health.

Have students debate an issue related to the impact of individual physical health on community health. A sample topic might be:

"Flu immunization should be required of all community members. . .
Flu immunization is an individual choice. . ."

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A group project: outline a plan whereby students can personally contribute to community health.

Have students start a tree planting campaign. Trees planted near homes, schools and public buildings serve as sound bufters while purifying the air through the manufacture of oxygen from carbon dioxide. For further information, write to the United States Department of Agriculture.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A group project: carry out a project designed to improve the mental health of the community.

Have the class select and carry out a project (making decorated placemats for the veterans hospital at Christmas, or sewing rag dolls for childrens' homes) to encourage civic responsibility through involvement. Students could contact a local Red Cross chapter for arts and crafts project ideas and materials.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

An independent project: identify and compare safety precautions employed by a number of community businesses.

Have each student visit or write a local business to find out what safety precautions are taken to prevent accidents. Have students, as a class, list and compare findings.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

An independent project: outline the causes and controls involving on-the-job accidents; point out ways in which such accidents could be avoided.

Have students chart the "story" of an on-the-job accident detailing the time and place, the equipment, and those employes involved.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to promote healthful living which reflects the relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A class discussion: discuss and establish (through consensus) a safety code for the classroom.

Have the students compile and justify a list of safety regulations they feel are necessary for both the classroom and the school as a whole.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

An independent project: select a variety of advertisements which seem to influence the health of the community.

Have students collect advertisements they believe influence community health. Share and discuss these advertisements in class. Have students discuss or debate the idea that "commercials and ads have little or great influence on community and personal health."

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

A discussion: survey examples of health behaviors which might prove injurious to community health.

Have students discuss various situations where personal health habits could be detrimental to community health (noise, litter).

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

A media project: illustrate ways by which community health attitudes are created; identify the effects on the community when attitudes conflict.

Have student construct a visual presentation (mural) which shows how personal environments influence attitudes, values and goals. Discuss the effects on community health when individual habits and attitudes conflict with societal standards (e.g., delinquency, abuse).

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A field trip: describe the roles of county health department employes in protecting community health.

Ask two student volunteers to accompany a county health food inspector on a sanitation tour of restaurants. Have the students report back to the class and show the class a copy of a typical inspection form.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A group project: explain how a community health program reaches a cross section of the community.

Have students list community health programs which meet particular needs (e.g., Meals on Wheels, visiting nurse, immunizations, crisis center). Have each student select one of these programs to evaluate in terms of effectiveness. Have the class compare findings.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A group project: outline and validate a solution for a potential school health concern.

Create a hypothetical health concern for a school setting; as a class project, develop and draw up a solution. Discuss the possible effects of such a problem on individual physical and mental health.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Health Education**

A presentation: outline an approach for dealing with fraudulent or junk mail.

Invite a post office employe to discuss postal rules and regulations and the role of the post office in dealing with mail fraud and junk mail. Discuss what actions an individual might take to eliminate these practices at home (e.g., return junk mail to sender).

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

A hypothetical situation: explain ways in which consumers are protected against fraudulent selling practices.

Develop a hypothetical courtroom situation about a case on fraudulent selling practices. For example, an individual sent for a product guaranteed to grow bountiful tomato plants. The plants turned out to be runts. This person has filed suit against the company saying that its ad is misleading and should be worded differently. Students should act as judge, jury, witnesses, etc.

Discuss fraudulent selling, judicial processes, legal protection.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

A group project: illustrate principles of manipulative psychology used in advertising; point out some of the ways in which teenage consumers can be influenced.

Divide the class into groups and give each group one of the following titles: Brand Loyalty, Creating a Mood, Plain Folks, Bandwagon, Testimonials, Statistics and Friendly Persuasion. These titles refer to seven basic types of advertising. Have each group collect examples of their type of advertising to present in a class report. Ask them to assemble examples of ads in print, television and radio ads. Have each group determine whether or not their type of advertising presents reliable information. Schedule a class period for group presentations. Lead a discussion on

consumer protection and reliable information in relation to advertising. Have each group make up a list of questions to ask themselves before making a purchase due to advertising.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A media project: list and describe community health programs available to citizens.

Have students design a display illustrating the various health programs and agencies available in the community. Samples of public information brochures could be used to make the display. This display could be placed in a hall showcase for other students and teachers.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

An independent project: explain how a community health service is affected by the community it serves.

Give students a list of health services available in the community. Have students choose one of these services and research the social forces (e.g., needs, economics, special interests) that have influenced that service's development (e.g., shortage of doctors, shortage of funds).

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A group project: identify ways by which channels of communication can be improved between community health programs and the community.

Have students survey the community regarding current communication methods used by community health programs and agencies. Do people know such a program exists? What services are offered? Who can use these services?

Have students share their findings and develop a plan that could help make neighbors aware of available programs.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Pollution**

A media project: describe pollution in the community.

Discuss sources of air and water pollution. Have students develop posters that could be used in the school or community to promote pollution clean-up.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: Pollution

A simulated situation: explain ways in which pollution is detrimental to a learning environment.

For this activity a clock with a second hand will be needed and copies of two easy to memorize poems selected by the teacher. Divide the poem into two parts. The room should be quiet.

Give each student a copy of the first half of the poem.
Start the timer. Record the elapsed time periodically on the board.
Have students then recite this first part of the poem and note the time it took for memorization.

Repeat the exercise using the second part of the poem, only play loud music. As a class compare results.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: Population

A presentation: describe the effects of overpopulation among animals and the possible implications for the future.

Invite a guest speaker to discuss the effects of animal overpopulation on the quality of animal life and on the natural environment. Discuss what steps are and can be taken to prevent such a situation.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: Population

A media project: illustrate the basic factors which determine community health.

Discuss factors affecting community health, such as resources (food, water, land), population growth, culture, etc. Ask students to diagram the potential interrelationships of these factors.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the various environmental conditions which influence community health.

SUGGESTED CONTENT: Population

A media project: illustrate a relationship between personal space and community health.

Have students construct a collage which shows the relationship of individual space and health. Have students share their collages with the class and explain what relationships they believe may exist.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A presentation: describe methods used to protect community members from potentially harmful structures.

Invite a civil engineer or an employee of the Army Corps of Engineers to discuss how feasibility studies are conducted before beginning construction on a dam (e.g., site selection).

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A hypothetical situation: give examples of plans which would protect community health in the event of a natural disaster.

Describe a natural disaster which could affect the school. Have students develop a plan that might be used to prevent unnecessary accidents in the event of disaster (e.g., flood, earthquake).

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the various environmental conditions which influence community health.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A class discussion: develop a hypothetical community disaster plan.

Invite a resource person to class to discuss community disaster plans. Have students develop their own plans given certain hypothetical conditions.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Physical Environment**

A creative writing project: describe community health concerns for persons in developing as well as industrial nations.

Have students contrast personal and community health for a developing nation with that of an industrial nation. Discuss findings in class. Is there a relationship between wealth and health?

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Communicable Diseases**

A media project: outline an awareness campaign for a common communicable disease.

Have students design an informational pamphlet for possible school-wide distribution on mononucleosis. Information should include:

- Symptoms
- Transmission
- Treatment
- Prevention
- Short and long-term effects

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Communicable Diseases**

A presentation: identify basic concepts about food related disease; point out a variety of practices which reduce the incidence of such disease.

Have a speaker from the county health department speak on food related diseases. Ask the speaker to detail a case study of food poisoning and have the class list steps which could have prevented it.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.

SUGGESTED CONTENT: **Common Communicable Diseases**

An independent project: organize personal immunization records.

Have students compile a personal immunization record with their parents or the family doctor. If certain immunizations have been missed, appointments should be made by parents.

Visit the health department for a talk with the nurse regarding the importance of immunizations.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A presentation: outline the basic concepts and implications of stress-related diseases.

Invite an internist to speak to the class concerning the nature of psychosomatic diseases, the numbers of patients with stress-related diseases, the actual types of treatments necessary and how attitude affects health.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A class discussion: identify fraudulent medical practices in relation to noncommunicable diseases.

What is meant by quackery and why is it dangerous? Why do people turn to quacks? How have attitudes toward fraudulent medical practices evolved? Give some examples of quackery (e.g., hair restorers). How would you determine if a person is a quack?

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.

SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A media project: plan one means to help reduce noncommunicable disease in the community.

Have students develop a television program designed to inform the community about groups which help reduce the incidence of a common noncommunicable disease, such as diabetes. These programs could be videotaped and shown to other classes.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **History and Influence of Disease**

An independent project: describe contributions of research throughout history to the control of disease.

Have students prepare reports on various people whose research brought cures and treatments for disease (e.g., Marie Curie).

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **History and Influence of Disease**

A group project: illustrate the relationship between sanitation and disease control.

Have students research and compare methods of sanitation and those diseases associated with poor sanitation, both historically and today.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.

SUGGESTED CONTENT: **History and Influence of Disease**

A group project: prepare a presentation regarding personal health practices and disease control.

Have students develop and organize a project (e.g., a health fair, posters, skits, television "spots") designed to inform people about personal health practices and the relationship of such practices to disease control and prevention.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **Health Problems of Specific Groups**

A presentation: outline a variety of problems which handicapped individuals encounter when using public buildings.

Invite a representative for the handicapped to speak to the class regarding problems faced by handicapped people (e.g., ramps for those in wheelchairs). Allow time for questions. Share with students current Oregon requirements for public buildings.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Health Problems of Specific Groups**

A group discussion: survey some problems which physically handicapped persons may encounter in daily life.

Discuss the need for public awareness of the handicapped. What would it be like to be physically handicapped? By way of illustration, have all right handed students write with the left and all left handed students with the right.

Describe various handicaps and the everyday limitations associated with each. Are all handicaps as overwhelming as the nonhandicapped may believe? For example, does a blind person necessarily feel that limited by blindness? What can we do to eliminate some of these problems for the handicapped?

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **Health Problems of Specific Groups**

An independent project: generate a list of local industries which could have potential health problems among employes; compile potential solutions to the problems identified.

Have students visit local industries to determine what potential health problems could be encountered by employes in that industry. Have students share the information with the class. Have students brainstorm solutions to one or more of these health problems.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **Local and State**

A group project: identiy and describe the effects of a current health concern on the community.

Organize the class into small groups to investigate a local health concern (e.g., noise pollution). Have these groups share their information with the rest of the class.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Local and State**

A group project: identify recycling practices; outline those practices which could be initiated at school.

Is there a recycling center within a reasonable distance of school? Does the school cooperate with the center? Ask students to determine how the school could work with the center; e.g., cafeteria waste disposal, paper recycling.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **Local and State**

A group project: organize and maintain a school effort dealing with a current community health issue.

Help the class design a student-run recycling program for the school. Have students locate bins for glass, flattened cans, etc. Plan a school-wide paper recycling effort as well. Once the plan is in operation, look for ways of continuing it through the support of school service organizations, etc.

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.
SUGGESTED CONTENT: **National and International**

A discussion: identify and describe the benefits and hazards of pesticides; debate the potential results of continued future use of pesticides.

Discuss the use of pesticides and the effects of such use on insect control, disease, and community health. Have students debate the desirability of limiting or eliminating the use of pesticides both nationally and internationally.

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.
SUGGESTED CONTENT: **National and International**

A presentation: illustrate the relationships between cultural attitudes and health practices in foreign countries.

Explain cultural practices and how they relate to health problems in specific countries. If cultural barriers to health care exist, identify and give examples of these barriers.

Have students report birth rates, death rates and longevity in relation to the amount of health care in other countries. Is there a correlation?

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.
SUGGESTED CONTENT: **National and International**

A group project: compile information on a health concern which affects a group, community or nation; explain the ways this particular problem can be approached and resolved.

Form a "United Nations" with each student representing a country. Have each student research that country's health resources and concerns. Present these world health problems (starvation, overpopulation, disease) and have the "Student United Nations" formulate solutions.

Have students write the United Nations and ask how the United Nations works with the World Health Organization as well as federal, state and local agencies.

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.
SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

A media project: outline ways in which health agencies perform interrelated or support services for other agencies.

Have students construct a bulletin board display showing branches of public health services, national, state and local, using colored yarn to indicate interrelationships. Other health agencies (e.g., the American Cancer Society, the American Medical Association) can be included.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

A field trip: illustrate specific community health services.

Have students investigate and report on local and state community health services, showing how each service relates to student health (e.g., sanitation checks on swimming areas, birth certificates, immunizations).

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

An independent project: list community health groups which utilize teenage volunteers.

Have students make a list of community health organizations that solicit the help of volunteers, and the types of volunteer services sought. Have them select one or two of these organizations that would accept a service the student is capable of offering. Provide students with an opportunity to perform some volunteer work for the community.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Self-awareness**

A group project: investigate areas of student interest.

Awareness of one's personal interests can guide the way to appropriate career selection. Have students survey interest areas and discuss how these interests could lead to specific health careers. Plan an "activity day" or "week" around these interests.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Realistic Perceptions**

An independent project: identify characteristics needed for career selection.

Have students write a paper, finishing these sentences:

My most important assets are . . .
My most serious drawbacks are . . .
Things I can change for the better are . . .
Things I am going to have to live with are . . .
The careers I am most interested in are . . .
These careers (are/are not) realistic for me in light of my assets and liabilities because . . .

Schedule individual conferences with students in order to realistically compare their assets and liabilities with the careers they are interested in pursuing.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Realistic Perceptions**

A media project: outline basic information regarding health careers.

Ask students to gather information on one health-related career. Information should include:

- Skill requirements
- Training or preparation required
- Working conditions
- Benefits/retirement
- Sources for additional information

Have students create recruiting pamphlets or posters on their career choices.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for applying relationships between personal interests and potential in the selection of health related careers.

SUGGESTED CONTENT: **Realistic Perceptions**

A group project: identify health careers which are in demand; outline preparation and training requirements for these careers.

Using a local newspaper, have students identify the types of health careers listed by major headings. Tabulate the number of openings for each career type, then analyze the level of training or preparation required for each. What conclusions might be drawn?

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Samples of Careers**

A simulated situation: identify the characteristics, skills and qualifications of health career workers.

Divide the class into two teams to play "What's My Line". Each team member should be assigned a particular career. Have one team member "sign-in" and allow the other team seven questions (yes or no) in which to guess the career of the "mystery guest."

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Samples of Careers**

An independent project: interview a health career professional.

Have students select persons from health careers that they would like to learn more about to interview in terms of interests, hobbies and background. Have students compare findings.

4.7 Community health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate community health resources.

SUGGESTED CONTENT: **Sources of Information and Services**

A media project: gather information for display about community health resources available for teenagers.

List resources by type (e.g., dental), name (e.g., Community Dental Clinic), phone, address, costs, etc.

4.7 Community health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate community health resources.

SUGGESTED CONTENT: **Seeking Professional Help**

A simulated situation: locate community health agencies.

Provide students with a map of the community and, using the map, ask them to write directions to various community health agencies and clinics. Directions must be clear and brief.

LEARNING ACTIVITIES

FOR

SENIOR HIGH

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

A group project: list ways physical fitness can be measured; discuss ways in which the nation is concerned with the fitness of youth.

Have students compare the fitness of American youth with that of European countries. Report on the purposes and activities of the President's Council on Youth Fitness.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to promote healthful living which reflects the relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Physical Health**

A class discussion: illustrate ways in which the physical health of a community influences its mental health.

Have students discuss the pressures of living in a high-density urban environment and how this affects physical and emotional health of individuals in the community.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A discussion: cite published professional positions on mental health and the community.

Discuss the following statement by William C. Menninger, MD (1899-1966): "Further progress in the difficult field of mental illness and mental health will come only when millions of Americans know enough, care enough, and are willing to work together hard enough to make it come."

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to promote healthful living which reflects the relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Mental Health**

A group project: identify a community health need; discuss ways in which cooperative planning builds community health.

Have students select a regional health concern: the need for a hospital, air or water pollution, noise. Have students:

Review pertinent laws.
Survey current trends and research.
Interview planning commission members to see how individual citizens can work with community health concerns.

Organize a "student planning commission" to discuss the gathered information. Make recommendations concerning laws, the community's role and the responsibility of the individual.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A discussion: outline ways in which a community is affected by emergency situations; identify ways for maintaining community mental health in such situations.

Have students determine how an earthquake might affect the health of the community. Discuss ways to maintain reasonable living conditions.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the existing relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A presentation: list available resources for the promotion and protection of community safety.

Have students list local, county or state groups which help promote safety. Investigate and report the activities of each group (i.e., the Red Cross, safety councils, the health department, automobile clubs, the police department, insurance companies, industry). Invite representatives from these groups to meet with the class. Prior to the visit, submit questions for the guest.

4.1 Relationship of community health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to promote healthful living which reflects the relationships between community health and each of the following: physical health, mental health and safety.

SUGGESTED CONTENT: **Safety**

A group discussion: talk about preplanning as a means of protecting community safety.

Discuss factors which contribute to school and community accidents, and preventive actions that can be taken (e.g., requiring smoke detectors for all new community construction).

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

A discussion: describe ways in which individual attitudes affect the health of people in a community.

List the following situations and discuss individual and group responses:

The first day at a new school
Final exams
A blind date
A district gymnastics meet

Discuss with the class "If one felt such feelings day in and day out, what could happen to one's mental and physical health?"

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Attitudes and Habits Toward Community Health**

A group project: have students submit written statements on community health.

Some sample statements could be:

There should be stiffer regulations on protein diets.
There should be restrictions on private automobile use.
Field burning should be allowed.

After students have submitted their statements, compile a list on the board and take a class vote to see how students feel about each statement. Tally the votes.

Discuss the influence of attitudes on health habits, especially those affecting community health.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A research project: identify health's share of the national budget; describe what support is provided for community health endeavors.

Have students construct circle graphs to show the percentage distribution of last year's national budget. Discuss the priorities given to such items as education, housing, health and welfare, defense, and the impact these priorities have had on health.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Community Health Programs Affecting Individual Health**

A group project: discuss possible ways to resolve a community health concern.

Have students in groups select potential health concerns that could affect the community (e.g., pollution, lack of adequate health facilities). Have students list possible solutions to the problem. Have the groups as a class present their solutions to the class for discussion.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

A presentation: identify factors which promulgate fraudulent health practices and advertising; outline methods of informing and protecting the general public from fraud.

Discuss quackery, fraudulent health practices and advertising, and legal protection for the consumer against such practices. Discuss why some people are more susceptible to quackery and false advertising than others, and what the individual consumer can do to counter false advertising.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

An independent project: give reasons for the purchase of health-related products.

Have students tabulate over a two day period the number of advertisements they have seen on: deodorants, toothpaste, shampoo, make-up, antacids, decongestants. Through class discussion, have students identify twenty popular consumer products; list these on the board and reasons why they were purchased.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Effects of Consumer Trends on Community Health**

An independent project: identify reasons for purchasing certain health products; outline methods for critiquing individual purchasing motives.

Present students with a consumer product box containing a variety of common over-the-counter health products. Have students list all the products (by brand name) that they have purchased for themselves. For each item have students respond to the following questions:

What motivated you to purchase the product?
How did you learn about the product?
Does the product fulfill advertising claims?
How much did it cost?
What other products are available that achieve much the same results?

Have students select a product from their lists and look in the "consumer product box" until they find a similar product. Ask them to read the label. Ask students to compare and evaluate the two products again using the above criteria. As a class, discuss the factors that influence decisions, sources of information, product satisfaction.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various factors and relationships which influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A simulated situation: outline methods for developing information programs which have impact on community health.

Give students an imaginary community health problem about which the public needs to know in order to gain needed support (e.g., a possible flu epidemic). Have them devise a method and follow-up program that would be effective in gaining needed support (e.g., television and radio spots).

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why factors and relationships influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A group project: give examples of ways in which special interest groups affect communication on health issues.

Divide the class into groups, assigning each group one of the following roles: Federal Food and Drug Administration, Public Opinion Polls, Latest Scientific Research, American Medical Association, Community

Agency Report. Then ask each group to take a position on a health-related question; e.g., "the benefits of aspirin."

Students might prepare a five-minute television program using only special interest information. Have the entire class view the reports and determine the differences in viewpoints. Determine to what extent special interests influence media presentations.

4.2 Factors which influence community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the factors and relationships which influence community health.

SUGGESTED CONTENT: **Communication to Increase Awareness of Community Health Conditions**

A group project: illustrate ways in which health information is conveyed to the general public; identify ways in which the individual is affected by the media.

Divide the class into small groups and assign each group a designated time to listen to the radio or watch television.

Have them answer the following questions and discuss the findings in class:

How many different commercial products or services were presented?
How many noncommercial services were presented?
What were the effects on you?
How many of these commercials were related to health or health products?
Was the communication effective and pleasing?
What were some of the communication techniques used?

Follow up with a discussion concerning communication most frequently employed by community health agencies.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Pollution**

A group project: identify community health problems related to pollution; select methods of sharing community health information with others.

Develop "Fact Sheets" about pollution problems in the community.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Pollution**

A independent project: investigate community pollution problems.

Have student research potential sources of pollution in the community.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Population**

A group project: outline a proposal to alter environmental conditions which can result from overpopulation.

Break the class into small working groups. Give each student in the group a card which describes a hypothetical citizen's use of a motor vehicle. The description should focus on the kind of car driven, the average number of miles driven per week and the amount of fuel used in that week. Have each group average its citizens' fuel consumption rates. As a group, ask students to come up with a proposal to conserve present energy resources in light of day-to-day demands. Have each group present a proposal to the class based on their averaged fuel consumption information. Follow these group presentations with a discussion concerning the relationship of a growing population and energy supplies.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Population**

A presentation: survey opinions regarding population control.

Have students interview and report on population control organizations (Zero Population Growth, Children's Services, Planned Parenthood, Birth Right). How do these organizations view current birth rates?

Encourage students to discuss population control based on information presented in class.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

An independent project: describe ways that people have found to survive under adverse conditions.

Ask students to individually select a topic and present findings in class. Topics might be: survival on the frontier, during wartime, in the Arctic, in the desert. Students may also wish to read ***Swiss Family Robinson***.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A hypothetical situation: describe the effects of natural disasters.

Have students respond to the following situation: a forest fire is raging out of control near houses and industry. How is the fire harmful to the environment? Are there ways the fire could be beneficial to natural conditions?

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the various environmental conditions which influence community health.

SUGGESTED CONTENT: **Safety Hazards and Natural Disasters**

A group project: identify community group problems related to a shortage of natural resources; outline proposals for relieving such shortages.

Divide the class into five teams to interview the following school personnel:

- Administrators
- Custodians
- Kitchen staff
- Students
- Teaching staff

Ask students to identify those problems anticipated by each of these groups if there were no gas or fuel oil available for a month during the school year. List the problems on the board and discuss them.

Identify the five major problems related to the shortage. Assign one problem to each group; have the group propose a solution. Schedule a day for in-class presentations of solutions, and invite comments from the entire class.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the various environmental conditions which influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Physical Environment**

An independent project: identify ways in which people and social concerns influence community environmental conditions.

Discuss social issues as they relate to the physical environment and communities of people such as:

- Education can help people improve their environment.
- The greatest threat to the environment is uncontrolled population growth.
- What people do or fail to do may be more important than nature's impact on the environment.

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze how/why various environmental conditions influence community health at local, regional, national and international levels.

SUGGESTED CONTENT: **Physical Environment**

An independent project: list ways working conditions create environmental hazards; list ways working conditions can safeguard against creating environmental hazards.

Have students investigate environmental working conditions which may have a direct relationship to individual and community health hazards. Areas of investigation might include:

- Print shops (fumes, solvents)
- Auto repair shops (carbon monoxide fumes, solvents, dusts)
- Electronic or physics labs (X-rays, laser and maser beams)
- Ceramic and pottery shops (glaze dusts, carbon monoxide)

What procedures are followed to reduce such hazards? Who controls these procedures? Are there related laws and regulations?

4.3 Influence of environmental conditions on community health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to reflect the various environmental conditions which influence community health.

SUGGESTED CONTENT: **Physical Environment**

A research project: identify relationships between atmospheric conditions and environmental health hazards.

Have students investigate and compare the atmospheric conditions of the following locations on the dates indicated:

Meuse Valley, Belgium (1930)
Donora, Pennsylvania (October 1948)
London, England (December 1952 and December 1962)

What common effect did these conditions have on the population of these areas? What has been done to prevent a recurrence of these events?

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Communicable Diseases**

An independent project: outline a basic knowledge of one communicable disease.

Assign each student to research a specific disease for a report, including the following information:

Major historical discoveries concerning the disease
Causes of
Signs and symptoms
Means of prevention
Types of treatment
Statistics on cures
Rehabilitation
Current research
Predictions about the future
Community agencies and activities

Ask each student to prepare a report for other students to read. Reports should be placed in a notebook along with magazine articles and newspaper clippings.

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.

SUGGESTED CONTENT: **Common Communicable Diseases**

A group project: identify factors which influence the development of a communicable disease.

Have students develop posters which show influences on disease development (e.g., age, health status, nutrition, health habits, sex, immunity, organisms).

4.4 Disease control and prevention

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.

SUGGESTED CONTENT: **Common Communicable Diseases**

A group project: propose prevention practices which may reduce the occurrence of communicable disease.

Have students in groups investigate and report on the following means of prevention and controlling disease. Be specific.

Principle ways to prevent or control communicable diseases:
Prevent spread of disease agents (e.g., cleanliness).
Increase resistance of new host (e.g., immunization).
Minimize ill effects of cases not prevented (e.g., treatment).

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.
SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A group or independent project: describe characteristics which might be attributed to a noncommunicable disease.

Divide the class into small groups to study various chronic diseases. Interview personnel who work with the chronically ill and report on these interviews in class. What can students do to help the chronically ill?

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.
SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A discussion: identify a relationship between mental and physical health; discuss a noncommunicable illness related to stress.

Describe to the class a psychosomatic illness brought on by stress. How can psychosomatic ailments lead to actual physical sicknesses?

Discuss the mind's influence over the body. Why do you think a five-year-old in kindergarten would have an ulcer? Why do we say a 37-year-old man has a "businessman's ulcer"? Is there any relationship between the five-year-old and the 37-year-old?

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.
SUGGESTED CONTENT: **Common Noncommunicable Diseases**

A media project: describe preventive methods related to noncommunicable disease.

Have students investigate predisposing causes of heart disease (e.g., age, stress, heredity). Using this knowledge, discuss types of behavior which might relate to prevention. Have students design posters which show preventive behavior.

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will know factors associated with the occurrence, treatment, control of disease and methods of prevention.
SUGGESTED CONTENT: **History and Influence of Disease**

A presentation: identify and describe advances in research techniques.

Invite a physician to explain how cancer can be detected. Have the doctor explain current detection methods and treatments. Arrange for a lab technician to visit the class and describe cancer research techniques and theories.

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate factors associated with the occurrence, treatment, control of disease and methods of prevention.
SUGGESTED CONTENT: **History and Influence of Disease**

A class discussion: identify the implications of medical research and practices.

Discuss modern trends and research in medicine. Have students debate topics similar to the following:
- Organ transplants
- Problems of curing heart diseases and cancer
- The use of experimental drugs to treat disease

Following the debate, open the class to discussion.

4.4 Disease control and prevention
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to develop a plan to responsibly influence the factors which reduce and prevent disease.
SUGGESTED CONTENT: **History and Influence of Disease**

A field trip: describe a potential source of pollution in the community; propose a hazard-free solution.

Following a discussion about the relationship of contaminated water to human health problems and disease, have the students survey the community to develop a list of products and practices which are potential sources of pollution. Compare lists and have students develop a list of substitute products and practices which would be less harmful to human health.

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.
SUGGESTED CONTENT: **Health Problems of Specific Groups**

A class discussion: outline sources of assistance for a variety of health problems common to the handicapped.

Put a list of several physical handicaps on the board (e.g., blind, deaf, amputee, arthritic). Have students determine what health problems a person with each of these handicaps might experience and what people and organizations in the community might be of assistance.

4.5 Community health problems
COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.
SUGGESTED CONTENT: **Local and State**

A research project: identify and describe potential benefits and hazards of fertilizers, pesticides, herbicides and other substances used in gardening or farming.

Have students investigate the types and contents of commercial fertilizers, pesticides and herbicides on the market. Ask them to report on costs, precautions and substitutes which may be available. If students have a garden area at home, have them assess (with parental permission) their garden chemical inventory by type, quantity and cost.

Research potential hazards of garden chemicals.

Discuss the benefits and potential problems of compost heaps.

4.5 Community Health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Local and State**

A presentation: identify methods of determining electric or gas usage; outline patterns of electrical or gas usage in the home; point out ways to reduce such usage.

Have students keep track of electric or gas usage for a period of one week in their own homes. In order to do this, they will need to know how to read both types of meters. On most meters the dials are organized from right to left: the far right dial indicates kilowatt hours, the next dial tens of kilowatt hours, the next dial hundreds of kilowatt hours, and so on. Read the dials from left to right. On each dial, read the lowest number to which the pointer indicates. Have students write down the numbers in the order read—from left to right. Most meters have five dials, but if a meter should have only four, read in a similar manner. The face of the meter will indicate whether the reading should be multiplied by 10 or 100.

Have students suggest practical ways in which families can reduce electric or gas usage, such as methods of heat retention during cold weather or reducing the use of small appliances.

VARIATION: With parental permission, have students review gas or electric bills. Using an appliance rating chart, determine the average consumption per month for appliances (clocks, hair dryers, hand irons, waffle irons, TV, washing machines).

See "Family Energy Watch Calendar," State of Oregon Department of Energy, Salem, 1976.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **Local and State**

A media project: create an information campaign regarding two sides of one community health concern.

Have students investigate various fluoride treatment programs available in community—topical fluoride, 'Swish Swash' programs, fluoride contained in local water supplies. Itemize the pros and cons for fluoridation of the local water supply. (This information can usually be obtained from local dental associations.) Develop an informational sheet concerning pros and cons, and a similar poster campaign.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **National and International**

A research project: identify problems related to international drug traffic; outline a variety of potential solutions to such traffic.

Have students investigate the issue of international narcotics traffic—current laws, enforcement, economic concerns, education, sources. Pinpoint three basic problems which concern the current international narcotics situation. Compare current international problems to the prohibition era. Itemize any suggestions which might improve the current international narcotics dilemma.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **National and International**

, discussion: illustrate various attitudes towards human starvation.

lave students debate topics such as:

The insufficiency of food supply is not new in human history. Starvation, undernourishment and malnutrition have always been with us and always will be.

Some persons, perhaps nations, need to die (starve to death) so that others may live ("survival of the fittest").

Human growth must be limited by strong international laws before the problem of starvation will be resolved.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **National and International**

A group project: compile basic information regarding conservation practices of the United States and other countries; design a method for informing the public about how conservation practices can be encouraged.

Have students respond to factual information regarding conservation and recycling, such as:

In 1971, one of the largest fast food chains consumed 174 million pounds of paper. That amount requires a substantial yield of 315 square miles of forest just for paper packaging for one year.

Throwing away one beverage bottle wastes as much energy as a 100 watt bulb uses in four hours.

Have students develop a plan to inform other citizens about the results of such practices.

For one week collect and separate household wastes into food, plastic, paper, glass, metal. These items should be washed when necessary and stored in plastic or brown paper bags. Weigh each bag at the end of the seven-day period. The total figure multiplied by 52 is the approximate weight of your household waste per year. Telephone the local recycling center to find out what can be recycled and how to prepare these items for the center. Post the information.

Compare conservation practices in the United States with other countries.

See "Family Energy Watch Calendar," State of Oregon Department of Energy, Salem, 1976.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what current community health problems exist.

SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

An independent project: outline the national impact of alcohol-related problems.

Have students trace the rate of alcohol centered problems in the United States and select foreign countries.

Review the national prohibition laws and any subsequent repeals of these laws.

Summarize the roles of the medical profession, the general public, formal education and the individual in meeting the problem of alcoholism.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the reasons current community health problems exist.

SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

A group project: point out the potential advantages and disadvantages of federal health care programs.

Debate various federal health care programs. Review various attitudes toward federal health care programs. Before this activity, invite guests to speak on federally funded health care programs.

4.5 Community health problems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to design an action plan focusing on solutions to current community health problems.

SUGGESTED CONTENT: **Approaches to Solving Community Health Problems**

A hypothetical situation: organize criteria regarding pollution and a community health problem.

Emphysema	Cancer
Population control	Cerebral palsy
Venereal disease	Hunger and poverty
Heart disease	Pollution control
Leukemia	Drugs, tobacco and alcohol
Kidney disease	Cystic fibrosis
Planned parenthood	Health services clinics
Arthritis	Mental health
Health education	
Epilepsy	

Be sure all the health concerns listed above have been discussed. Each is involved in research, education and treatment. Each area needs money to continue. Ask students to answer the following questions, given the hypothetical situation that each has $50,000 to donate to one research program:

Which area would you choose?
Why?
How would you wish the people in that area to spend your money?
What are you hoping the money will do for others?

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Self-awareness**

A class discussion: illustrate ways in which health careers may meet personal and social needs.

Discuss basic personal and social needs and give examples of how some of these needs can be met by helping others through health careers. How might a health career satisfy a person's search for success, recognition, identity? Ask the librarian to suggest biographies of people who have contributed to health fields.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for applying relationships between personal interests and potential in the selection of health related careers.

SUGGESTED CONTENT: **Self-awareness**

An independent project: illustrate personality traits which will prove important in future career selection.

Give students the following instructions:

"Listed below are personality traits which are considered to be important for success both on-the-job and in relationships with other people. You will receive two copies of this sheet. Copy 1 is YOUR copy to fill out as you see yourself. Ratings are from 1 (Almost never) to 5 (Almost always). Circle the number which, in your estimation, describes your personality. Copy 2 is intended for someone else to complete. When completed, compare the results and keep these sheets for your records."

I am:

Alert	Patient
Appropriately dressed	Persistent
Careful with language	Pleasant
Cheerful	Poised
Confident	Punctual
Cooperative	Quiet
Courteous	Reliable
Friendly	Self-controlled
Helpful	Self-reliant
Honest	Sincere
Loyal	Sympathetic
Modest	Tactful
Neat	Thorough
Optimistic	Trustworthy

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Realistic Perceptions**

A media project: describe a variety of current health careers.

Develop showcase displays regarding various health careers for a "School Career Day" or "National Career Week." Make certain that the display contains information regarding supply and demand, basic skills and abilities, preparation and salary.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Realistic Perceptions**

A group project: outline common skills essential to health careers.

Discuss and develop a chart which shows various common skills applicable to health careers.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for applying relationships between personal interests and potential in the selection of health related careers.

SUGGESTED CONTENT: **Realistic Perceptions**

An independent project: outline considerations related to the selection of a health career and one's interest in such a career.

Have students research and investigate concepts which relate to a number of health careers, such as: partnerships of individuals in health careers, the meaning of medical ethics, stress and pressure related to such careers, personal freedom and humanitarian rewards. Why are these considerations essential in selection of a health career?

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Samples of Careers**

A group project: identify and describe health careers which meet community needs.

Have students form committees to collect data and report on the incidence of health problems in the United States and other countries, showing the need for qualified health personnel. Rank order the types of personnel according to various community needs, such as: a rural area with poverty and nutritional problems, an isolated tribe, an upper-class suburb, a large metropolitan city.

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various relationships between personal interests and potential in the selection of health careers.

SUGGESTED CONTENT: **Samples of Careers**

An independent project: describe a recently emerging health career; point out any current health needs which may lead to new health careers.

Investigate health careers which have developed in the last ten or fifteen years, such as inhalation therapists. Why have such careers evolved? What current needs do these careers fulfill? What are some specific or unusual facts surrounding these careers? What additional new health careers can be expected in the next ten or fifteen years?

4.6 Health careers

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for applying relationships between personal interests and potential in the selection of health related careers.

SUGGESTED CONTENT: **Samples of Careers**

An independent project: identify why certain health careers are in high demand.

Read the "help wanted" section of the local newspaper for one week. During that week, classify health careers according to demand. Investigate the top two health careers in demand with regard to aptitude, training, hours, salary, etc. Why are these careers in top demand?

4.7 Community health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate community health resources.

SUGGESTED CONTENT: **Sources of Information and Services**

An individual project: describe a variety of health care plans; select one plan which would best meet personal needs.

Discuss purposes of prepaid health care plans. Have students obtain copies of various health care plans available in the community (e.g., Blue Cross, Kaiser). Have them compare plans to determine services offered in relation to the costs and decide which plan is the best for different individual needs.

4.7 Community health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate community health resources.

SUGGESTED CONTENT: **Sources of Information and Services**

An independent project: select a community health issue for personal investigation; state a personal opinion regarding a community health issue.

Investigate a major community health issue of importance through contact with local health officer(s), health agencies, police, school personnel or state legislators. Have students take a stand regarding the issue and defend it.

4.7 Community health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate community health resources.

SUGGESTED CONTENT: **Seeking Professional Help**

A presentation: describe a health care plan which suits personal needs and concerns.

Invite health insurance agents to class. Ask them to prepare simple descriptions of the kinds of health coverage they offer and reasons why people subscribe to such plans. Ask each student to determine the best insurance and health care policies for personal needs. Students can determine prevalent attitudes toward health insurance through interviews with others. Schedule a class discussion on the range of home health care provisions. List those attitudes in favor of health care programs and policies.

As a follow-up, ask a member of the school administration to explain the kinds of accident and medical care insurance maintained by the school. Present case studies so that students know what specific kinds of accidents and injuries are covered.

4.7 Community health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to use community health resources to facilitate healthful living.

SUGGESTED CONTENT: **Seeking Professional Help**

A simulated situation: show ways in which community health concerns can be resolved.

Briefly describe in writing select community health problems. At the beginning of class, ask each student to choose a problem, then: list community agencies that can help with the problem; describe what individual citizens can do to help; outline procedures for organizing other citizens in an assistance effort.

At the end of 30 minutes, ask students to turn in the information they have collected. Read each problem aloud and have students discuss how to organize an effort to help solve the problem.